

Revised Program Review Template for Six Year Reports

Rationale

Westmont's program review process is designed to:

- Improve student learning
- Foster clear communication within each department, and between each department and other areas of the College
- Provide relevant contextual information for decisions regarding the allocation of resources

Procedure

Departments will submit to the Program Review Committee annual reports on activities involving assessment of student work. These reports will be due on September 15th. If the department chair changes in the course of the summer, the outgoing chair –or department liaison- is primarily responsible for the report.

Every **six** years, the chair will submit a comprehensive report, including each of the following items:

1. Description of departmental mission and role within the College

- A. What is the department's mission?
- B. In what ways does the department contribute to the College's larger mission?
- C. In what ways does the department contribute to General Education?
- D. Recent history of the department. This short context could include an overview of the department's development, a summary of the issues identified, and if it is available, a summary of findings from most recent internal or external reviews.

2. Basic statistical information about the program

Please Note: Much of this material is available from the Office of Institutional Research – see the appendices for an example of what can be gathered by the Office of Institutional Research.

This should be presented in the form of charts that show each item year-by-year.

- A. Profile of current full-time faculty (see charts 1 & 2). Include:
 - a. An updated C.V. for each faculty member
 - b. Copies of, or links to, faculty reports on: (1) sabbaticals; and (2) professional development grants; (3) external grants received
- B. Profile of part-time faculty (see chart 3)

- C. Number of graduates over the last five years (see chart 4)
- D. Where graduates over the past ten years have ended up, to the extent that the department knows this (graduate school and employer data). Please note: departments are encouraged to survey their alumni at regular intervals. The Office of Institutional Research will provide help with the surveys, the mailing and the cost.
- E. Results of norm-referenced test-scores, where applicable (e.g. LSAT, ACS, MCATS)

3. Programs

A- Student Learning Outcomes

- 1) Comprehensive statement of student learning outcomes for the majors in the department, referencing as appropriate, links to the College-wide outcomes (see chart 5). If the majors are sufficiently different, please provide separate charts.
- 2) Matrix showing how student outcomes for the major(s) are aligned to courses offered by the department (see chart 5). If the majors are sufficiently different, please provide separate charts.
- 3) Description of how the curriculum offered by the department does (or not does) align with disciplinary expectations as articulated by national professional associations (if available); and/or description of how the curriculum compares with that of one or more peer institutions.
- 4) Description of co-curricular activities and of their relationship to the student learning outcomes (e.g. departmental retreat for students)

B- Assessment of the Outcomes

- 1) **Introduction:** given what you want your students to learn, what evidence have you collected, how has this been discussed in the department and what conclusions have you drawn?
- 2) **Evidence**
Itemized list of evidence on student learning including:
 - a. Departmental data such as student work, student surveys, rubrics, and use data.
 - b. Relevant institutional data (i.e. NSSE report, Senior Interviews, Senior Survey questions)
 - c. External data such as national exam results, reviews of artistic productions, alumni data, reports from employers or internship supervisors, and external reviewer reports.For each set of evidence include
 - a. A brief description.
 - b. Date(s) the data was gathered.
 - c. The location of the original data (where it can be accessed and reviewed).
- 3) **Evidence of conversations:**

- a. Ongoing departmental conversations on student work, institutional data and external data (e.g. NSSE report, Senior Interviews, Senior Survey questions) – i. e. departmental meeting notes. Provide evidence of COLLECTIVELY interpreting data that have been gathered (i.e., the department together reviews the data; department members from various departments reflect on the data together; faculty members from various institutions examine the data).
- b. Annual updates and associated feedback from your assessment coordinator/director of assessment since your last program review

4) **Department's analysis, reflection and responses**

- a. Interpretation of the Results
Describe what the results mean, based on departmental reflection on the results: How effective are the assessment methods that were used? What have you learned about student learning? Did the department make progress toward meeting its goal?
- b. Using the Results.
 - i. What changes will be made or have been made because of the results? What results might the entire faculty benefit from knowing? How will/did these results get communicated?
 - ii. Provide evidence of making changes in the program as a result of the assessment process.

5) **Next Steps**

- a. What new or revised goals have been set by the department in response to what has been learned? How will these be studied? (What is basically needed here is a revised/updated six-year plan.)
- b. Describe the direction for the department's next assessment efforts.

C- Conclusion

Overall, what are the strengths and weaknesses of your students? What progress have you made in addressing them? What are the next steps you want to take (have new questions emerged? Have new ways to frame the questions emerged? What are some changes you are considering?). How does the external feedback/comparisons (with other national programs) help you in improving your program?

4. General Education

If relevant, report on the assessment of your department's contribution to the General Education program:

- A. What student learning outcomes have been articulated for the G.E. category taught in your department?
- B. What evidence has been collected in your department?

- C. What conversations have happened, in your department, between your and other departments, or with the General Education Committee?
- D. What conclusions did you draw from this work – to what extent are students learning?
- E. What changes in the assessment of this area would you suggest to the GE committee?

5. Resources

- A. Discussion of the adequacy of the current budget to meet existing program needs.
Provide a copy of the budget for the past six years.
- B. What additional resources will be required to accomplish program changes and enhancements described in the next Section (#6)?
- C. Needs with respect to Library Collection/Database resources, and how department representatives have worked with Library staff.
- D. Discussion of the adequacy of auxiliary academic services (such as Disability Services, Internship Office, Office of Life Planning, Off Campus Programs, etc.) as it pertains specifically to supporting your department's program goals.

6. Conclusion and Long-Term Vision

- A. A list of major departmental accomplishments over the last six years
- B. Description of where the department would like to be in six years (including a list of program improvement goals) and possible departmental strategies for achieving this vision Include a copy of materials submitted for CIP and line-item budget requests.
- C. Identify individual contributions for each anticipated action item.

CHART 1

Fill out one chart for each of the years included in the review

Profile of Full-time Faculty (for instance 2004-2005)									
Faculty Member	Date hired	Gender	Ethnicity	Rank	Tenure Status	Teaching Load Lower division/Upper division		Number of advisees	Other departmental Responsibilities*

Notes on individual teaching loads

* This can include: chair, diversity recruitment specialist, library liaison, assessment liaison, internship specialist

CHART 2

Instructional Load for your department
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CHART 3

Fill out one chart for each of the years included in the review

Profile of Part-time Faculty (for instance 2004-2005)				% of hours taught by part-timers		
Faculty Member	Date hired	Gender	Ethnicity	Number of hours		Total hours for the department
				Lower Division	Upper Division	

Notes: indicate the circumstances that explain the department’s decision to employ part-time faculty (year by year or with a summary of the reason is ongoing)

Summary: indicate the proportion of part-time help relative to the total number of hours of instruction in your department.

CHART 5

Major in _____				
Student Learning Outcomes	For example Knowledge	For example Communication	For example Creativity	For example Christian Orientation
What does the Learning Outcome mean? Departmental discussions and ownership				
Where are the Learning Outcomes met? I introduced D developed M mastered List courses required in the major, i.e. HIS 001 HIS 009				
How are they assessed? Rubrics Portfolios Capstone Poster session External Jury Exit interviews Written Surveys Etc.				
Benchmark				
Link to the learning standards				